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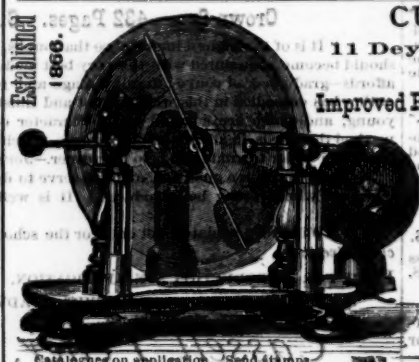
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New York, September 2, 1882.

THE AUGUST NUMBER

OF THE

Scholar's Companion

is in many respects one of the best ever issued. It is the last number of the fifth year. We commenced the present year by changing the size and adding a cover at a large extra expense, without however raising the subscription price. It is now one of the most original and instructive monthlies published, and by far the best adapted to the children of the schools. The School-room Department, in which questions are asked by the Editor to be answered by the scholars, will open its doors with the September number, ready again for active work. Teachers should introduce this beautiful paper into their school-rooms, because it will greatly help them in their school work, and tend to drive out the bad reading that is creeping into many a home and pocket.

The August number has a story and illustration entitled "The Dreamer," "Discoveries by Accident," "Blackberries," "Wrong Ways," "An Old Turkish Custom," "The Story of Lady Godiva," "Cards and Calls," "Have a Museum," "Some Famous Battles," "Blind Man's Buff," "How I Went to the Country," "Good Advice Corner." Then follow two original dia-

logues entitled "The Cross-Examination" and "The Evening Visit," which are well worth the price of the year's subscription. The department of WRITING (CLUB and LETTER-BOX) come next. Who were the Lake Poets?—No. IV., "How to Speak Pieces," "The North Pole," "American Heroes," "Tennyson's Home," "Verses for Autograph Albums," "Parrots," "A Traveler's Tale," "Occupation for Young Ladies," "In the Queen's Kitchen," "Editor's Letter," etc., etc., make up the balance of this most charming number. Only 50 cents a year, post-paid.

THE space in this paper is too valuable to be taken for repelling scurrility. Those who are engaged in the work of education should set an example of courtesy, refinement and general good-will towards others in the same work.

THE "Quincy movement" so derided by the "machine" men, has produced a strong impression that only the best kind of primary teaching is worth having. In Summit, N. J., any price has been offered for a "Quincy" teacher, and not one to be had! Col. Parker had better open a Normal school.

WE have been "hauled over the coals" for declaring that the majority of teachers in the country schools utterly wasted the time and opportunities of the pupil; but State Supt. Slade of Illinois goes quite as far as we do, if not still farther. We have stated facts, not to make things disagreeable, but to suggest remedies.

EVERY teacher owes it to his pupils to aid them to have instruction and educative reading. We publish the SCHOLARS' COMPANION for this specific purpose. Every teacher whose pupils read it are full of praise at its excellence. Its cheapness (fifty cents) brings it within the power of every child. Tell your pupils about it.

It looks now as though Brooklyn would get the start of New York in establishing kindergartens. (Don't call them kindergarten schools.) Supt. Patterson earnestly commends them, and tells the Board of Education that they should be established to receive the little children, instead of thrusting these into the primary schools.

IN 1870 the JOURNAL was founded, and as there are two volumes in a year it now enters on its twenty-fourth volume. It proposes to represent the educational cause impartially, to dignify and elevate the teaching profession, to do all that can be done to advance sound educational views. That it may prosper in this work, comes in earnest wishes from every section of our country.

MANY are the parents who are saying, "To what school shall I send my child?" The discussion is indeed an important one. When Mr. Emerson's daughter asked him what she should study he replied that that was of little consequence; who would be her teacher was the only thing to consider. Our reply to parents is, "Send to the school that has a teacher. If you cannot find one, get your child a copy of Shakspeare and let him stay home."

OUR year really begins in September, for then the teachers, to the number of about three hundred thousand, enter the school-room for a session of about two hundred days. The demand for the JOURNAL grows with every mail. Sixty subscribers in one week from Kansas is certainly encouraging. We shall make the paper more valuable than ever before; we shall make it indispensable. It has achieved a world of good as a guide to best methods in the school-room.

THE Critic says: "In contemplating the oracular utterances of some of the 'Faculty,' of the Concord School of Philosophy, we have the same difficulty that Hawthorne had when he looked out from the Old Manse upon the muddy waters of the Musketaquid. 'I had spent three weeks by its side,' he says, 'and swum across it every day, before I could determine which way its current ran; and then I was compelled to decide the question by the testimony of others, and not by my own observation.'"

THERE has been more sturdy educational work done this summer than ever before; many of the meetings of teachers have resulted in something else than talk. Martha's Vineyard has attracted a large number from all parts of the Union. They did not come to talk, but to learn. Supt. F. W. Parker drew a large audience. When we reflect that his auditors came to study teaching for six weeks we must admit that they deserve the highest commendation for their earnestness. There are tokens to be seen that indicate other gatherings will be formed of a similar nature next year.

INDUSTRIAL education will receive attention in New York city before long, we trust. There should be two strong High schools where the boys and girls could learn the elements of the trades after leaving the Advanced (or Grammar) schools. These are much needed at this time, and if opened, would be crowded with pupils. Such a city owes it to its industrial population to do this for them. But few comparatively of the graduates of the public schools go into the colleges; they go into work. Shall they be instructed that they can enter on the work of the world with profit to themselves and the world?

HERBERT SPENCER says: "Simple elements must eventually be mastered, and as the mastering of them takes time, it becomes an economy of time to occupy the first stages of childhood, during which no other intellectual action is possible in gaining a complete familiarity with them."

"ALL that I have accomplished, or expect or hope to accomplish, has been, and will be, by that plodding, patient, persevering process of accretion which builds the ant-heap particle by particle, thought by thought, fact by fact. If I was ever actuated by ambition, its highest and warmest aspiration reached no further than the hope to set before the young men of my country an example in employing those invaluable fragments of time called 'odd moments.'"—GARFIELD.

WE pay the highest salaries to professors who teach only those boys and girls who have reached the age when they are, in the best sense, unteachable. It is as if the blacksmith should hammer feebly at the iron when it is red hot and apply his greatest force when the metal is no longer malleable. It means a waste of energy in our education, which, like the ravages of excessive drink, is not to be calculated by any figures. We can only regard the enormity of the evil with terror and surprise.—*The Critic.*

In Philadelphia, a woman's School of Design has sent out, during the last twenty years, hundreds of girls qualified to earn a comfortable income by this kind of work. One woman receives from a manufacturer of gas-fixtures and chandeliers a salary of three thousand dollars a year; another receives ten dollars per week for painting japanned toilet-sets. The difference in salary is due to the difference in the capacity or artistic ability of the designers.

PRESIDENT ROBINSON of Brown University took the ground in his baccalaureate sermon that belief in Christ was a practical helper to worldly success. "There have been eminent men," "of high character and of brilliant parts, who have not avowed themselves to be practical believers in Jesus. But their eminence, and learning and character, and brilliancy, have not been because of their unbelief. Neither is there any evidence that belief might not have added to the grounds of their distinction."

It is seldom that success in passing an examination leads to the suicide of the student, but such an instance has just occurred in England. About four miles from Plymouth, Major Letts prepares military students for their examination, and one of his pupils, Mr. Jenkinson, having undergone his examination, was awaiting the result. During the day Mr. Jenkinson was much excited. In the evening the news arrived that he had passed with special distinction, and that his commission had been granted. Upon receipt of the intelligence he was overjoyed, and retired to rest in a very excited state. Early the following morning a fellow student, who was in an adjoining bedroom, heard the report of a pistol, and, entering Mr. Jenkinson's room, found him dead on the floor of the room, and saw a pistol under the bed.

AN anonymous writer takes exception to some editorial remarks in the JOURNAL of July 5, and says: "He would not be encouraged to read a paper which flung such high-handed insults at them."

Here are the insults:

"We have a poor opinion of teachers whether presidents of colleges, etc., etc., who do not subscribe for educational papers."

"We pity the teacher who does not read an educational journal."

"There are teachers who go through the motions, admirably," etc.

"The advertisers encourage educational journals much more than some so-called educators."

That man says he "is not a teacher." We should infer as much; he evidently knows little of what he is trying to write about. It may be a painful fact, but it is a fact that we have a surplus of those who feel but a feeble interest in education, and yet who want the pecuniary results. The fact is so well known that it is no insult to state it.

SOUND ADVICE.—W. W. Girton, Co. Supt., Shelby Co., Iowa, invites his teachers to meet him at the Normal Institute; he expects all who desire to teach to come. He adds: "We have no right to expect to be employed if we are not willing to prepare ourselves to do better work next year than we are doing this year."

"We are ambitious to see our work recognized as a profession, but in order to be worthy of such recognition, we must give more of our attention to the study of methods of instruction."

"The lawyer and the doctor have their professional libraries, and must study them constantly in order to be recognized among professional men; but I find, I am sorry to say, that nearly one-half of the teachers of this county do not possess a single volume on the subject of teaching."

WHAT GOOD TEACHING DOES.

A fine example of the power of good teaching is offered by the Illinois Asylum for feeble minded children. These children before entering would usually be termed idiots also, but see the results. The 343 pupils are put into classes and are taught calisthenics, and many industrial pursuits and also the usual studies. Of course they do not go fast.

We gather from the report:—They are instructed in the use of dumb-bells, wands, etc., in keeping time to music and in evolutions of various sorts, so intricate and rapid that the preceptive faculties are kept constantly upon the alert, and the muscles developed.

One hour of the forenoon is spent with those pupils who seem to have a taste for vocal music, in teaching them to sing. The singing of the pupils of this special music class will compare favorably with that of any school in the land.

The pupils are taught to thread needles, to tie knots in thread, to use the thimble properly, to sew pieces of cloth together or carpet rags, and when these preliminary steps are thoroughly learned, they are taught to hem and fell, to overcast, gather, to baste, darn and turn down hems for the sewing machine, and quite a number of the girls use sewing machines.

Six pupils, four girls and two boys, selected from the different classes in school, and who have manifested an unusual aptitude, composed a drawing class. All of these draw very creditably, and two of the girls have painted several pieces in oil colors that are very creditable work.

The first class have been thoroughly drilled in notation, numeration, addition, subtraction and multiplication. Many in this division have memorized the entire multiplication table.

The second class in geography have finished the map of the world and are upon the map of the United States. They can bound the countries and states, give their capitals, the principal mountain ranges, etc.

All the pupils of the fourth class read by words or books, excepting four. Fifteen read from cards. The words used are printed on slips of card board, and consist of nouns, pronouns, adjectives and some verbs. The highest number of words known by any one pupil is 80, and the lowest number is 2.

The fifth class are instructed in physical exercises, stringing beads, imitating printed letters and figures, marching, throwing bean bags, in object lessons, reading words and in numbers, counting, etc. Five can print their names well.

The eighth, ninth, tenth and eleventh classes are exercised in object lessons, marching, braiding, word-reading, gymnastic and physical exercises, throwing bean bags, carrying objects, and in a variety of exercises, calculated to arouse the perceptive faculties, fix the attention and occupy the time of the pupils that they may be kept busy and not form or practice bad habits and to discipline them to obedience and order.

On June 22, commencement exercises were held, consisting of reading, singing, arithmetic, calisthenics, dancing and other exercises.

When we reflect that many of these were unable to sit erect, when they were brought there, we must admit that a great work has been wrought.

COUNTY NORMAL INSTITUTES.

In the first place, you must get your teachers together. This is not always so easy as one might suppose. The fact and the time of the meeting should be fully advertised. Use the newspapers freely. Send circulars to the teachers. Talk to them about the institute. Get them interested, so that attendance on the sessions of the normal drill shall come to be regarded as a matter of course. If necessary, in particular cases, the superintendent's official authority should be exercised, and attendance insisted upon.

When the teachers are assembled, let it be understood that they constitute a school, not a convention, not a lecture lyceum, and, above all, not a debating club, but a school in which those selected for instructors are to teach, the others being pupils.

It is proper that the whole management should be distinctly a one-man power under the control of the superintendent; and especially is this true if financial aid be received from the county, for in that case the superintendent is justly held responsible for the success or the failure of the undertaking. Not that the superintendent should undertake to do all or any considerable amount of class-work, but he should not delegate to any committee the general planning of the work, selection of instructors, etc. When the attendance is as large as one hundred, he will usually find enough to do in attending to the general management and supervision, without doing much if any, actual teaching.

With the amount of teaching force which under any ordinary circumstances is available, it will seldom be found expedient to organize the school into more than two grades. The division into grades may be made on any basis which shall put into one grade those who are able to do good, strong work, and into the other those who are less able, and which shall divide the school into nearly equal sections. For example, the advanced section may include those who hold first grade certificates or who aspire to obtain such the current year, and those who have taught three years or more. The other section will be composed largely of persons who have taught none at all or not more than a year.

This general division into sections being accomplished, regular classes should at once be started in all the branches to be taught, the work being graded to suit the ability of the two sections, lessons assigned, a time program arranged, and the school thus started should be run as a school. The importance of holding strictly to regular class instruction, academic drill—school routine if you please—cannot be too strongly insisted upon. I should not select, nor would I tolerate as an institute instructor one who would allow discussions between the talkative members on such subjects as, "What is the best method of teaching grammar?" "Are object lessons beneficial?" "Best method of teaching cube root," etc. We should select as instructors those who are able to hold in check the over-talkative, encourage and draw out the diffident; who can suppress the necessary discussion on unimportant topics and hair-splitting technicalities, who recognize the fact that there are no universal "best methods," but who are able to show practically to their classes some one good method in each branch—in short, they should be skilful, experienced teachers. The effects of a few weeks of vigorous study and daily drill in recitation under the direction of a live, wide-awake instructor is invigorating and wholesome; but merely to listen day after day to a glib talker or add to a fruitless discussion is worse than wearisome. A wise organization, then, includes the selection of energetic teachers.

We come now to the question; What should be the scope of the work attempted? In general, not much beyond the curriculum of branches required by law for a teacher's certificate; and of these, the chief part of the work and the best teaching energy should be devoted to the common school studies. The prime object of the normal drill is to improve the schools of the country, and on the principle that we should seek to do the greatest good to the greatest number, the common branches should receive most attention. It may be said that a teacher should know more than he is required to teach, and in order to awaken his interest in something besides the small circle of school studies, an opportunity should be given for those who desire to take up the study of some other branches besides those on which they are to be examined, as Algebra or Civil Government, for example. Granting the force of the argument, my experience and observation have been that when such opportunity is given, the classes formed in the extra study are usually so small as to necessitate an undue amount of teaching force for the amount of good accomplished.

The time of one recitation hour may profitably be devoted to what we may call School-room

Economics, or Methods and Management, or Common Sense applied to Teaching, or Practical Hints on School Tactics. By whatsoever name it may be designated, what I mean is this: Let the superintendent himself, if he have the time and a wide enough experience as a teacher, otherwise the one among the instructors who may be best qualified for the work, give instruction in the details of school management—the practical “every-day” subjects which obtrude themselves upon every teacher and demand his attention. Especially it is important that the young teachers and those who have never taught have the benefit of such assistance, for much as we may wish it were otherwise, it is an unfortunate fact that a majority of our teachers are young persons whose experience and observation in regard to conducting a school are confined to the district or village school which they have attended, and it is well that these should receive suggestions as to organizing a school, arranging the program, assigning lessons, conducting recitations, in fact, everything pertaining to the routine management of a school. We are too prone to take it for granted that our teachers are able without previous instruction to put a school into good running order and keep it so, when, perhaps, the practical subjects are the very ones they have thought least about.

In this class is the place for discussion of methods as such. In the others, good methods should be practically illustrated, not discussed; but here, especially with the advanced section, we should direct attention to the merits or demerits of different plans of presenting the various branches. Many an applicant for teacher's certificate who may be able to pass the technical examination with credit, is all at sea when asked such questions as, “How will you go about to teach a beginner his first reading lesson?” “How would you conduct a reading class in the fourth reader?” “How many times a day will you have a geography class recite?” “What time of the day will you have the writing exercise?” “What plan will you adopt in seating your pupils?”

If no other result were obtained in the class on methods and management than simply the compelling of the inexperienced to form some definite notions and plans in regard to the work that will confront them in the school room, I should deem the time well spent.

Another subject which deserves notice here is evening lectures; to be profitably employed in connection with the county normal, will depend largely on circumstances. In the working institute, organized for academic drill and study—there will not be found much room for evening lectures. One per week is enough, and successful institutes can be conducted without any. Institutes may be lectured to death. Growth and not absorption should be the chief end and aim of the work. Besides, to secure the services of several good lecturers (and poor ones are worse than none) incurs considerable expense. Money is more wisely expended, as a rule, if paid to a few competent persons to spend the whole time in teaching. Another reason why evening lectures should be used sparingly is that the time is needed for study. Properly to assimilate the instruction received, to prepare lessons assigned, and carefully to arrange matter in note books is work which demands a good part of the time not spent in recitation.

The points I have tried to make, briefly stated, are these:

1. The annual drill should be held, and if the superintendent is so determined, it can be made successful.
2. The financial support should come from the county, but if the board refuses to vote the necessary funds, the institute cannot fail on that account. It may be made self-supporting.
3. The organization should be simple, and under direct control of the superintendent; the teaching under the direction of the most successful institute conductor that can be obtained.
4. Let the course of study extend not much, if any, beyond the studies taught in the common-schools.
5. The chief work should consist in academic drill on the common branches; and no wide departure should be made from the routine of a well-regulated *working school*.—SUPT. BRAND, in *American Educator*.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

EARTH LESSONS.

By R. HOLBROOK.

Not long ago a pupil was walking rapidly along engaged in conversation, when all at once he exclaimed. “Stop, there is a kind of snake new to me. I must take it to the teacher.” So with an umbrella for a cage and his pocket handkerchief tied around it to keep his snakeship from escaping, he took the stranger to the school-room. They had never been introduced to this family and the books even gave no description of such a snake, so the queer reptile occasioned quite a commotion.

The children who come from the valley, one day brought some stones, “full,” they said, “of little sticks and worms turned to stone.” Here and there was what looked like a snake skin. All wondered about it. The teacher said, “What you have called a snake skin was once a live coral. And these which you call sticks and worms, geologists call crinoids. They belong to the family of Radiates and lived long, long ago. They grew on a stem and as they had something the shape of a lily are sometimes called, ‘stone lilies.’ Their cup-shaped bodies sent out, starlike, five arms; these branched into as many as a thousand, each composed of a hundred little bones, firmly and exquisitely joined together. The arms could be spread out to seize and draw into the center animals on which the crinoid fed.” No such live now, but coral is to be found in many places.

The things that are about the school-house, or the houses of the pupils furnish excellent earth lessons.

For the SCHOOL JOURNAL.

LESSONS IN READING.

ADVANCED SCHOOL.

The Readers usually selected for pupils in the advanced school are the Third and Fourth Readers. The lessons heretofore given should (1) have made the pupil familiar with a large list of words, so that he is able to recognize them at sight; (2) have taught him to pronounce them correctly; (3) have taught him the use of the most important diacritical marks; (4) have taught him the meaning of the words he has used; (5) have taught him the meaning of punctuation marks; (6) have taught him something about emphasis, rate, force, in a practical manner; (7) have taught him to gather a clear apprehension of the sentences he reads. The teacher should continue to work in these directions in a systematic manner.

The great object is (1) to teach a pupil to comprehend the meaning of the printed page; (2) to utter the words in a pleasing, natural and effective manner. The first object concerns the meaning. The teacher here must cultivate the comprehending powers of the pupil. The second object concerns oratory, or the power of utterance. These are quite distinct—a pupil may comprehend the reading, that is, a good *silent* reader, and make a very bad figure when he attempts to read aloud. Again, a pupil may recite the words quite effectively and yet not understand them.

That the pupil may comprehend the meaning of the printed page he must do certain things; there are also things that the teacher can do.

THE PUPIL'S PART.

1. The power to enunciate the words at sight. It is most painful and yet common to see pupils endeavoring to read who halt, and finally stumble over the words in the reading lesson. The teacher is to be blamed who allows it. One sentence, or even one word, is enough if that is all that can be enunciated readily. Let the teacher then request the pupil to examine the words, to pronounce them over, to pronounce over any word that causes hesitation until the hesitation disappears. If necessary let him name the words that may cause trouble, and let the pupil draw a cross over them with a pencil. In this way the correct pronunciation will be given to the pupil. It will be needful for the pupil to pronounce the words *aloud*, hence the reading book should be taken home.

2. The ability to understand the meaning of the words and the sentences. As good dictionaries can be purchased for 30 cents every pupil should have one; the dictionary is indispensable. Some school-readers have a list of new words with definitions. These will help, but there are other words that demand examination. Suppose it is the word “superior.” The pupil should look in the dictionary to see the meaning, that he may see its synonyms. As an adjective it means higher, and this may be in position, rank, or quality. Nor can he understand the sentence until he knows which of these. “The superior part of a picture,” “a superior officer,” “of superior merit,” apply the word differently. Of this more will be said in another section.

The pupil needs to study out the allusions. These in poetry are very common and demand careful investigation. To leave them untouched and unexplained is to make a farce of teaching reading. What is a “lion-hearted” man? The “eloquence of a Henry,” what is that? The pupil may not be able to find in cyclopedia or dictionary any light on such expressions, certainly at first, but if led by an intelligent teacher, he soon will overcome his difficulties.

The pupil needs to study and comprehend the general theme of the writer. Take the poem,

“It was the schooner *Hesperus*
That sailed the wintry sea.”

The pupil should have a clear idea of what the poet intended to portray. To be able to sum up in a few sentences the meaning of many sentences will require careful study. The teacher can point out this work and require it to be done.

For the SCHOOL JOURNAL.

SCHOOL RECEPTIONS.

SUGGESTIONS TO TEACHERS.

Every teacher feels it is profitable from time to time to bring the parents of his pupils into the school-room. Some plan to do this each month, others assemble them at the end of each term, or semi-annually, or annually. The main object is to arrest public attention and fix it on the school. The occasion brings together people in all walks of life, and something that will amuse and entertain is needed—hence the popularity of dialogues, recitations and declamations.

Because the teacher entertains and amuses, it does not follow that he is prohibited from making an effort at such times to give the public clearer and better ideas about his work and the progress of the school; one of the features of the Reception may be an address by himself, or a school officer, and in this the work of the school may be detailed and the value of education enforced. In such ways no small amount of good may be accomplished; the public will come to a Reception and may then be told of the need of better furniture, of a library, or even of new school buildings.

The Reception must be made a success or a bad impression is left on the minds of the public. It should “go off” smoothly and exhibit the pupils in an attractive light. Some teachers have an enviable ability in this direction.

MEMORIZING.—The various parts should be assigned to the pupils two, or three weeks beforehand, so that they may be committed to memory. It is a good plan to assemble those who are to take the parts in a dialogue and furnishing each with a copy of the dialogue, put them in position on the stage and direct them to *read their parts*. In this way they may be easily and rapidly learned, those who are to recite or declaim should begin by having the book before them and “put in the gestures” while learning the piece. After the pupil has gone through the piece once before the teacher, he should be sent into an adjoining room to learn it, as reciting it *aloud* is of great assistance in memorizing.

GESTURES, ETC.—The selections for declamation and recitation should be marked with a pencil, to indicate places for *gestures*, emphasis and pauses. These can be erased afterward.

REHEARSALS.—When the pieces are memorized a rehearsal should take place. If it is a recitation or declamation, the pupil will stand on the stage and

the teacher at the extreme end of the room,—with the book before him. At the places for gesture, he may gesture, endeavoring to aid the pupil to impart life to the words. In the dialogues the pupils should be taught to delineate the characters; and the teacher should not stop until the character is comprehended.

INVITATIONS.—It is customary with many teachers to send out written or printed invitations to the Reception, especially if the object is to raise money for a library, organ, etc. The form is about as follows:—"The pupils of _____ School will be happy to receive and entertain their friends on _____ the _____ instant, at _____ o'clock in the Room of the School Building. You are cordially invited to be present.

Committee.

THE MANAGEMENT.—It is the custom in New York City for one of the school officers to preside at Receptions; but in most places this falls upon the teacher. The pupils should know what the object of the Reception is, and committees should be chosen. (1) On invitations, programs, etc. (2) On seating the people. (3) On maintaining order, etc. If this is properly attended to the teacher will be released from many cares, and the pupils led to feel responsible and take a deeper interest.

PROGRAMS.—The exercises should not last over two hours and there should be a great variety. In the rehearsal the time can be measured. A neat program can be printed very cheaply, 500 for \$3.50 and upwards, depending on the paper, etc. It is well to have the names of the pupils on the programs; they are precious souvenirs to them in after days. The exercises should open and close with music, and music should be interspersed as often as possible. It was once customary to announce each speaker and the name of his piece, but it is far less so now, the program does away with the need of an announcement. It is not unusual (at the close) to thank the public for their attention; this may be done by a pupil.

DECORATION OF THE ROOM.—It adds to the occasion to drape the walls with flags and evergreens. If done artistically the effect of bright colors is very pleasing.

A single word of caution is added: Do not let preparation for the Reception be made during school-hours; and do not allow the Reception to interfere with the regular exercises of the school.

SPEAK CHEERFULLY.—Did you ever go out in the morning with a heart so depressed and saddened that a pall seemed spread all over the world? But if you met some friend who spoke cheerily for a minute or two, if only upon indifferent matters, you have found yourself wonderfully lightened. Children are as susceptible to dark clouds as we are. Every child dropping into your room needs a ray of sunshine. It is a blessed thing to speak a cheerful word when you can. "The heart knoweth its own bitterness," the whole world over, and good words to such hearts are "like apples of gold in pictures of silver." The mistake that is made is in supposing that children do not need cheering up. But who knows the child's heart? It is the one with pleasant words on his lips to whom strangers in strange lands apply for advice and direction in their perplexities. Such are the ones to make teachers of. Take it as a compliment if some wayfarer comes to you to direct him which street or which train to take; your manner has struck him as belonging to one he can trust. Take it as a compliment that the children love to come and speak to you at recess; you have sunshine in you. It is hard sometimes to speak a pleasant word when the shadow rests on our own hearts, but nothing will tend more to lighten our spirits than doing it.

Mo.—The City of Springfield, has an excellent system of schools, and the graduating exercises in June attracted much attention. We copied Miss Marston's Valedictory, but it was credited wrongly to Springfield, Kansas. We learn that Miss Marston has been appointed a teacher in the Springfield schools. If she teaches as well as she writes she will be successful.

WHAT DELIGHT, WHAT JOY REBOUNDS.

From the GERMAN.

1. What de-light, what joy re-bounds, From our mu-sic, in den-breasts, When the mer-ry glee re-sounds.
2. What de-light, what plea-sure 'tis, When the hour re- turns to us, Bear-ing joys like ours to-day,
3. What de-light, un-marred by care, Sure-ly is their right-ful share, Who with mu-sic ban-ish strife,

When the mer-ry glee re-sounds; In the clear and bright sun-shine, Thro' the wood and in the vale,
Bear-ing joys like ours to-day; Youth-ful mirth, and youth-ful might, In your joys by day and night,
Who with mu-sic ban-ish strife; Heart to heart, and hand in hand, Let us be a mer-ry band;

Let it gal-ly ech-o round, Let it gal-ly ech-o round. Tra, la, la, la, la, la, la, la, la, la, la, la, la, la, la, la, la,
Bend to mu-sic's pleas-ing way, Bend to mu-sic's pleas-ing way. Tra, la, la, la, la, la, la, la, la, la, la, la, la, la, la, la, la,
Mu-sic is the soul of life, Mu-sic is the soul of life. Tra, la, la, la, la, la, la, la, la, la, la, la, la, la, la, la, la,

la, la,

LITERATURE CLASS.

John Ruskin has some strong words to say on Scott and George Elliot: "The 'dullness' which many modern readers inevitably feel, and some modern blockheads think it creditable to allege, in Scott, consists not a little in his absolute purity from every loathsome element, or excitement of the lower passions. The accurate and trenchant separation between him and the common railroad-station novelist is that, in his total method of conception, only lofty character is worth describing at all; and it becomes interesting, not by its faults, but by the difficulties and accidents of the fortune through which it passes, while in the railway novel, interest is obtained with the vulgar reader for the vilest character, because the author describes carefully to his recognition the blotches, burrs, and pimples in which the paltry nature resembles his own. The 'Mill on the Floss' is perhaps the most striking instance extant of this study of cutaneous disease. There is not a single person in the book of the smallest importance to anybody in the world but themselves, or whose qualities, deserved so much as a line of printer's type in their description. There is no girl alive, fairly clever, half educated, and unluckily related, whose life has not at least as much in it as Maggie's, to be described, and to be itied. Tom is a clumsy and cruel lout, with the making of better things in him (and the same may be said of nearly every Englishman at present smoking and elbowing his way through the ugly world his blunders have contributed to the making of); while the rest of the characters are simply the sweepings-out of a Pentonville omnibus."

SUNDOWN.

[From "In the Harbor," Longfellow's list poems, just published by Houghton, Mifflin and Co.]

The summer sun is sinking low;
Only the tree-tops reddened and glow;
Only the weathercock on the spire
Of the neighboring church is a flame of fire;
All is in shadow below;
O beautiful, awful summer day,
What hast thou given, what taken away?
Life and death, and love and hate,
Homes made happy or desolate,
Hearts made sad or gay!

On the road of life one mile-stone more!
In the book of life one leaf turned o'er!
Like a red seal is the setting sun
On the good and the evil men have done,
Naught can the day restore?

Our deeds determine us, as much as we determine our deeds.—GEORGE ELIOT.

PARODY ON "FATHER WILLIAM."

FOR RECITATION.

"You are old, Father William," the young man said,
"And your hair has become very white;
And yet you incessantly stand on your head—
Do you think at your age it is right?"
"In my youth," Father William replied to his son,
"I feared it might injure the brain;
But now that I'm perfectly sure I have none,
Why, I do it again and again."
"You are old," said the youth, "as I mentioned before,
And have grown most uncommonly fat;
Yet you turned a back somersault in at the door—
Pray, what is the reason of that?"
"In my youth," said the sage, as he shook his gray locks,
"I kept all my limbs very supple;
By the use of this ointment—one shilling the box—
Allow me to sell you a couple."
"You are old," said the youth, "and your jaws are too weak
For anything tougher than suet;
Yet you finished the goose, with the bones and the beak;
Pray, how did you manage to do it?"
"In my youth," said his father, "I took to the law,
And argued each case with my wife;
And the muscular strength which it gave to my jaw
Has lasted the rest of my life."
"You are old," said the youth, "one would hardly suppose
That your eye was as steady as ever;
Yet you balanced an eel on the end of your nose—
What made you do so awfully clever?"
"I have answered three questions, and that is enough,
Said his father, "don't give yourself airs!
Do you think I can listen all day to such stuff?
Be off, or I'll toss you down stairs!"
—From "Alice" in *Wonderland*.

THE REGENTS' QUESTIONS.

ARITHMETIC—Time, four hours.

1. What do you understand by prime factors of a composite number? Also show that 112 is a composite number.
2. Find the greatest common divisor of 360, 648, 972.
3. Find the least common multiple of 14, 16, 24, 112.
4. Exchanged a carriage worth \$140, and five sets of harness worth \$29 each, for 49 cords of wood and \$73.50; what was the wood valued at, per cord?
5. Express the present year of the Christian era by Roman notation.
6. Express in words: 645000021908.

7. Copy and numerate: 14627.5623.
 8. State the essential difference between common and decimal fractions.
 9. Write the table of linear (or long) measure.
 10. A owns $\frac{1}{4}$ of a farm worth \$154.22, and sells $\frac{1}{2}$ of his share. Find the value of what he has left.

11. $\frac{4}{5}$ of $\frac{11}{6}$ \div $\frac{11}{6}$ = what?
 12. $(12 \times 5 \times 153 \times 35 \times 18 \times 2)$ divided by $(3 \times 14 \times 9 \times 5 \times 17 \times 20 \times 6)$ = what?

Use cancellation.

13. Divide 87 lb. 8 oz. 19 pwt. 21 gr. by 7, leaving the result in the same denominations.
 14. Reduce .21675 T. to integers of lower denominations.
 15. How many flagstones averaging 2 ft. long by 1 ft. 3 in. wide will be required for a walk 250 ft. long and 4 ft. 6 in. wide?
 16. Find the side of a square field equivalent to a rectangular one 2856 yd. long and 714 yd. wide.
 17. If a pile of wood 36 ft. long, 4 ft. wide and 5 ft. high cost \$58.50, what will a pile 60 ft. long, 4 ft. wide and 6 ft. high cost, at the same rate?

Solve by proportion.

Suppose that Jonas Smith owes you \$343, for which he gives his promissory note of this date, payable to your order in 90 days, with legal interest.

18. Write a complete copy of the note, and (19) compute the amount payable when due, including 3 days grace.

20. How much can I realize on a note for \$2144.50 due in 3 mo., 10 da., discounted at bank at 8%?

21. Bought 150 bbl. of flour at \$6.75 per bbl., and sold it at $12\frac{1}{2}\%$ advance: what amount did it bring?

22. How long must \$240 be on interest at $8\frac{1}{2}\%$ per cent. to amount to \$266.40?

23. A vessel and cargo are valued at \$297,000. The premium paid for insurance on $\frac{1}{2}$ of their value was \$2,475. What was the rate of insurance?

24. What sum of money will amount to \$228.60 in 2 yr. 4 mo. 18 da., at 6 per cent?

25. How many gallons in $24\frac{1}{2}$ hektoliters of wine? (A liter = 1.0567 qt.)

26. Explain the difference between specific and ad valorem duties.

27. Extract the cube root of 50653.

28. The time at a certain place in 3 hours 15 min. earlier than at Washington. In what longitude, reckoned from Washington, is that place?

28 credits; necessary to pass 21.

GEOGRAPHY.—Time, $1\frac{1}{2}$ hours.

(1). What causes the regular succession of day and night, and (2, 3) of the season?

(4). Are meridian circles great, or small circles, and (5) why?

(6). Why are the tropics in latitude $23\frac{1}{2}^\circ$ (nearly)?

(7). What is longitude, and (8) how is it reckoned?

(9). Which of the five zones has the greatest land surface, and (10) which (probably) has the least?

(11, 12). Name two peninsulas on the eastern coast of North America, and (13, 14) two on the western.

(15). Name the chief river system of the United States, and (16) give a reason, founded in nature, for its great extent.

(17). In what mountain system do most rivers of the Atlantic slope rise?

(18-22). Mention five ranges of groups of the mountain system referred to in question 17.

(23). Is there a current in Lake Erie, etc., and (24) what reason can you give for your answer?

(25-27). On what waters could a cargo be shipped from St. Louis to Boston?

(28-30). On what lakes would one sail in going by water from Detroit to Chicago?

Locate (by telling in what county, and on what waters) the following places: (31, 32) Buffalo; (33, 34) Oswego; (35, 36) Utica; (37, 38) Ithaca; (39, 40) Poughkeepsie.

(41). Which is the leading nation of South America, and (42) what is its form of government?

What bodies of water are separated, and what countries or political divisions are connected by—

(43-46). The Isthmus of Panama? and

(47-50). The Isthmus of Suez?
 (51). Why is the climate of England warmer than that of Labrador, in same latitudes?
 (52-53). Name two countries bordering on the Baltic sea, and (54, 55) the capital of each.
 (56-58). What capes form, respectively, the eastern, western and southern extremities of Africa?

60 credits; necessary to pass 45.

GRAMMAR—3 hours.

(1-8). Name the several parts of speech (or classes of words), and state the chief office which each usually fulfills in a sentence.

(9, 10). To which two parts of speech do the majority of words belong?

(11). Name the principal (and the only necessary) parts or elements of a proposition or simple sentence.

(12). Write a sentence containing these necessary parts only, and draw an upright line between the parts.

The words for such specimen sentence, and for other examples called for below, may be selected from the following paragraph:

"One day I heard a boy say to his younger brother, who was crying lustily, 'Now, Tom, I certainly know you do not want anything, but what do you think you want.' The boy was a philosopher, and went to the root of the matter. What we think we want, not what we really want, frets us most!"

[Fanny Fern.]

(13-15). Name three secondary or subordinate kinds of elements of sentences.

(16-18). Write three sentences to illustrate these kinds of elements, in the order named in answers

(13-15). Underscore (i. e., draw a line under) the word or words forming such element in each sentence.

Define each of the following terms as used in grammar, and after each definition given an example: (19) a letter; (20) a word; (21, 22) a phrase; (23, 24) a compound sentence; (25, 26) a complex sentence; (27, 28) a clause;

(29-36). Write in a column the names of eight punctuation marks or characters, and opposite each make the mark or character named. Enough such marks occur on this question paper.

(37-40). Analyze the preceding sentence "(29-36)." Write in a column, etc., by diagram or otherwise.

Of what kind is the sentence so analyzed as to (41) form (or structure) and (42) meaning (mode or use)?

Select from the above paragraph marked "1":

(43). A simple sentence (as a whole) with a compound subject, and another with (44) a compound predicate.

(45). A clause used adjectively, and another used (46) as an object (or object complement).

EXERCISES.

1. One day I heard a boy say to his younger brother, who was crying lustily, "Now, Tom, I certainly know you do not want anything, but what do you think you want?"

2. That boy was a philosopher and went to the root of the matter.

3. What we think we want, not what we really want, frets us most.

Fanny Fern.

Parse, as fully as they admit of parsing: (47) Tom; (48) Fanny Fern.

What is the leading (49) subject, and (50) verb of sentence 1?

(51). What words in sentence 1 are used adjectively, and (52-55) to what is each of these added?

(56). What words in sentence 1 are used adverbially, and (57-61) what does each modify?

(62) What words of sentence 1 are auxiliary verbs?

Write each of the following words, name the part of speech to which it belongs, and give its syntax, i. e., its grammatical relation to some other word or words:

(63) heard, line 1.

(64) say, line 1.

(65) brother, line 2.

(66) I, line 3.

(67) anything, line 3.

(68) what, line 4.

(69) That, line 5.

(70) philosopher, line 5.

(71) went, line 5.

(72) frets, line 8.

Compare (73) younger, line 1; (74) lustily, line 2;

(75) most, line 8.

Give the principal parts (including participle in ing) of (76) think; (77) frets.

(78) What kind of an element is the quotation in sentence 1, and (79) what is its syntax?

(80). How many (not how few) clauses does sentence 1 contain?

80 credits; necessary to pass 60.

SPELLING—1 hour.

Begin each proper name with a capital letter (failure to do which, in the case of undoubted proper names, will be counted as an error), and all others with a small letter.

- | | |
|----------------------------|--------------------------|
| 1 gem. | 51 harangue. |
| 2 metal (gold, etc.) | 52 peace (quietness.) |
| 3 easy. | 53 dipper. |
| 4 Rome (city). | 54 parade. |
| 5 bench. | 55 badger (animal). |
| 6 ode (poem). | 56 roam (to wander). |
| 7 claim (demand). | 57 ebb (of tide). |
| 8 loss. | 58 Manhattan (island). |
| 9 France. | 59 rival. |
| 10 abbreviate. | 60 attach. |
| 11 lead (metal). | 61 noxious. |
| 12 decay. | 62 scowl. |
| 13 feast. | 63 duel. |
| 14 Mediterranean. | 64 seminary. |
| 15 banish. | 65 beware. |
| 16 excite. | 66 tedious. |
| 17 oppose. | 67 eye (organ of sight). |
| 18 divorce. | 68 convey. |
| 19 idiom. | 69 impeach. |
| 20 apparatus. | 70 Aetna (volcano). |
| 21 hazard. | 71 partner. |
| 22 cession (as by treaty). | 72 enamel. |
| 23 Henrietta. | 73 remorse. |
| 24 piece (a part). | 74 blight. |
| 25 become. | 75 egg. |
| 26 jacket. | 76 led (form of verb). |
| 27 pestilence. | 77 abide. |
| 28 challenge. | 78 fasten. |
| 29 lottery. | 79 loud. |
| 30 ambition. | 80 session (of a court). |
| 31 rally. | 81 groan. |
| 32 early (a title). | 82 refuge. |
| 33 spatter. | 83 beautiful. |
| 34 Canada. | 84 Monroe (President). |
| 35 boat. | 85 gray (color). |
| 36 injustice. | 86 caprice. |
| 37 catacomb. | 87 mettle (temper). |
| 38 leave (permission). | 88 Denmark. |
| 39 helm. | 89 kingly. |
| 40 artillery. | 90 advocate. |
| 41 ensue. | 91 horror. |
| 42 Jupiter. | 92 ounce. |
| 43 deceit (craft). | 93 diary. |
| 44 settle. | 94 monument. |
| 45 bitter. | 95 Bethlehem. |
| 46 lame. | 96 field. |
| 47 channel. | 97 grumble. |
| 48 group. | 98 compassion. |
| 49 Ohio. | 99 illumine. |
| 50 abound. | 100 good. |

100 credits; necessary to pass 85.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises and distributed among the class, or one may be written on the black-board each day.]

We spend the first half of our lives in desiring the second, and the second half in regretting the first.—ALPHONSO KARR.

Let no man complain of the shortness of life, until he has measured the full capacity of a day. Discontent with your gifts destroys the power of those you have, and brings no others.—HENRY T. KING.

Grief should be

Like joy, majestic, equable, sedate;

Confirming, cleansing, making free;

Strong to consume small troubles; to commend

Great thoughts, grave thoughts, thoughts lasting to the end.

—AUBREY DE VERE.

EDUCATIONAL NOTES

NEW YORK CITY.

DURING the past summer the school buildings have been put in fine order. Supt. Stagg has been charged with this task, and under his direction about \$180,000—\$1. per pupil—has been expended where it will do the most good. Grammar School No. 2 has new fine ceilings, and some new flooring. No. 1 has a new heating apparatus. No. 44 has new ceilings, and in fact a general overhauling; it is now almost new. No. 12 has some new ceilings, so have Nos. 8 and 38, the latter has been greatly improved otherwise. Nos. 22 and 36 have been overhauled and pine ceilings put in. No. 13 is improved and No. 57 is fitted up with sliding doors in the main room. Nos. 34 and 10 are vastly improved; the latter has new floors. Nos. 45 and 11 have new ceilings; the latter has new stairs. Nos. 13 and 19 have new ceilings and new floors, and the latter has new wainscoting. No. 33 has been replumbed. No. 18 has new ceilings. No. 53 new drains and sliding doors and four new rooms. No. 70 has two new rooms. No. 33 has new floors. No. 49 has a new heating apparatus and pine ceilings. Nos. 61 and 62 have been thoroughly overhauled. The primary schools have also been improved; new ceilings, floors, etc. have been distributed among Nos. 136, 18, 24, 7, 10 and 27. The ceilings hereafter will be of wood, as plaster will not stand the marching. The means of exit have received much attention this year, \$30,000 being expended on outside iron stairs. More value is set on sewerage than before; \$15,000 has gone in this way.

MRS. T. I. JACKSON, the principal of the Home College Institute, 2119 Fifth Avenue, the commencement of which passed off with eclat last week, is a Southern lady who, compelled by losses in the war to put her educated talents to account, for some years filled the position of teacher of Latin in Rutgers Female College. Mrs. Jackson is a remarkable illustration of the fact that the daughters of the South do not lack energy of character under adverse circumstances. Confined for nine years to her chair, unable most of the time to walk a single step, her hands all drawn out of shape, and so weak at times as to be incapable of lifting even a book, she has conducted a school of twenty boarding pupils and a large number of day scholars, never losing an hour, besides giving lessons in painting and drawing out of school hours.—*Home Journal*.

ELSEWHERE.

MICH.—D. E. Haskens, one of the live men of Mich. In his circular he says:—"Let us see if we cannot raise the standard of scholarship in this county." Let others do likewise.

MICHIGAN.—O. D. Thompson of Romeo is doing active work among the schools of the State. He has taken active part in conducting two other, besides his own county institute, one at the request of the State Supt.

HASTINGS, NEB.—A Presbyterian College will be built in the fall; also a High School. We have now in Hastings three school houses and a kindergarten, all in a town of less than four thousand inhabitants. The teachers receive good wages. This shows that Nebraska keeps pace with other states in educational matters.

PESTALOZZI'S METHODS.—The Bryant Literary Society of Brooklyn discusses educational matters. It was addressed by Miss Hattie N. Morris, Principal of Public School No. 39, who said the International Congress which met in Brussels, devoted three times the number of pages to the cause of primary education in their report than they did to any of the other sections. The influence of Pestalozzi was spreading. His theory was that head, heart and hand ought to be educated together, and he was considered a visionary in his time. The head, moreover, according to him, was to be educated with reference to the natural development of the faculties; as first, perception, and then conception and reasoning. She explained the Pestalozzian method of instilling into the mind of the child the ideas of number, form and color. She then constituted the audience into a class, and holding up a piece of charcoal in one hand, and of chalk in the other, questioned each of her pupils as to the qualities of the materials, and some of the answers she elicited caused much merriment. The Pestalozzian method, she said, was never to tell the child what you can get from him; and then she proceeded to give a sketch of Froebel, Pestalozzi's pupil, whose theory was that the whole atmosphere surrounding a child should be one of affection.

JOHN R. WILTSIE.—The readers of the JOURNAL will learn with deep regret of the death of John R. Wiltzie, the esteemed father of A. V. Wiltzie, the publisher, No. 5, Dey st., N. Y., which occurred Aug. 16th, after

a brief illness of less than one week. Mr. Wiltzie was the senior member of the banking firm of John R. Wiltzie & Son, and a prominent and highly esteemed citizen of Newburgh. He was well known in the business circles of this city. During his entire business life Mr. Wiltzie sustained the character of an upright, conscientious business man, adhering firmly to what he believed to be just and right, even though compelled to stand alone. In the city where he spent most of his life he was intimately connected with various institutions of municipal and benevolent enterprises. For many years he was a member of the Reformed church, and held the office of Elder and Deacon, and also that of superintendent of the Sabbath-school. At the time of his death he was a member of the First Presbyterian church, and was for several years the superintendent of its Sabbath-school. He was county secretary of the State Sabbath-school Association, and instituted the first Sabbath-school Association of Orange County. He was a man of fine physique, vigorous and active, a splendid specimen of well-developed manhood. His mental acquirements are admirably expressed in the language of a gentleman, with whom and for whom he did business for the last thirty years: "Always prompt, discreet, vigilant, he was emphatically a manly man."

TEACHERS' INSTITUTES.—Prof. T. J. Gray of the St. Cloud, Minn., Normal School conducts teachers' institutes and gives instruction in the following themes: Geography; how to teach Geography to beginners—Arithmetic; Grube's Method; primary work—The Mental Faculties; the order of their development; how to cultivate them—Manners and Morals; how they may be taught in the public schools—Reading, the various methods discussed; illustrative lessons—History; how to secure interest; U. S. History—Recess—Writing; difficulties, how to overcome them—Tardiness, absence, prizes, methods and hours of study—Arithmetic; Notation; what is it? What is the decimal notation?—Language Lessons; their value; how they should be taught; the proper place of Grammar—Physiology; the position and office of the bodily organs; digestion and circulation—Memory; the Feelings; the Will. Their relation to the true method of teaching; the value of such knowledge—Spelling; how to teach it; oral and written work—Reading; First and Second Reader; illustrative lessons; Decimal Fractions; Percentage; Compound Notation—Language Lessons; the Sentence, its analysis; Composition;—Physiology; foods, exercise, bathing, care of the eyes, colds, mental and physical labor—Proper use of the Globe; globe geography—General Lessons; what they are, how they should be conducted—Qualifications of a Teacher; his opportunities; his duties; his rights—School room Hygiene; heating, ventilating, lighting, seating and cleaning school buildings—Map Drawing; how to use maps—Bookkeeping; how it may be taught in the public schools—Current and General History; necessity of a knowledge of these branches—An Illustrative General Lesson—Spelling; rules; use of the dictionary—Letter Writing—School Organization; discipline—Fractions, illustrative lesson—Arithmetic; how to teach Interest—Language; Analysis; the Verb—Writing; how to conduct the recitation; concert drill—School Law; reports; records—How to teach the Natural Sciences—Literary Training in the Schools; newspapers; the relative value of such training—Programs of study and recitation. It is pretty apparent that he understands the real needs of the teacher.

We have before us another program from the West, and wish we had space to put it in, to show how absurdly men think and act. Eleven lectures are delivered during three days, and many of them are on topics very remote from the school-room: "Importance of Education," "Roman Education," "Discipline," "Education the foundation of the Republic," etc., etc.

FOREIGN.

ITALY.—It appears that the number of persons knowing how to read and write has greatly increased since 1871.

ENGLAND.—2,610 pupils have passed through the cooking school, an increase of 498 in the previous year, the increase being chiefly in the high class demonstration lesson; 642 pupils had passed through the various kitchens, an increase of 160; thirteen students had entered to train as teachers, and diplomas had been granted; and forty-four local classes had been held in various places.

TEXAS.—The Summer Normal School opened at Huntsville, Prof. W. H. Coleman conductor; he is doing a fine work.—In Galveston, Prof. Henry B. George has been elected superintendent; his work is appreciated; it is of that systematic, laborious and earnest

kind that eventually brings success; he comprehends the needs of the schools. The Normal School in Corsicana is conducted by Prof. A. J. Roberts; he is rousing a great interest and much may be expected from his efforts.

FRANCE.—The number of pupils who have become depositors in the regular savings bank, was about 17 to a school in 1876 and 1879; in 1881 and 1882 they averaged 21. The whole amount deposited was in 1882, 7,984,811 francs. As soon as the deposits amount to 1 franc the school director transfers the name of the pupil from the school bank to the "grande caisse d'épargne" or regular savings bank. The experience, in France, for the past eight years indicates the value of these banks, established as they are, in more than 16,000 schools in that country.

ENGLAND.—At the fourth examination in technology, conducted by the City and Guilds of London Institute, held May 24th, 1,972 candidates presented themselves, and 846 passed. It appears that 3,467 students were attending the classes in different subjects, under the direction of the institute. In three subjects only, viz., lace manufacture, silversmiths' work, and jute manufacture—there was no examination. The difficulty still exists of finding competent teachers. Two great deficiencies are apparent—a want of elementary science knowledge and a want of skill in drawing. Many prizes to the value of \$376 were awarded to the candidates, besides 37 silver and 91 bronze medals.

LETTERS.

Nearly every issue of the INSTITUTE contains a request to the readers to write to you, to tell you of that in your paper which has been especially useful to them. Now sir, how can an earnest teacher, who faithfully reads your papers, and finds every thing so good that she wants to put all in practice, and bends every energy to reach the ideal you set before her, how can she find time to write even to thank you for the help you have given? Why, if one could faithfully practice the precepts laid down in one number of your paper, how much time do you estimate, would be left for detailing on paper one's failures or success? True, we do have vacations and may then find time to try to give expression to our sense of the debt of gratitude we owe you, but for the most part you must be content to see in our awakening zeal and more earnest labor in the school-rooms our appreciation of your efforts in our behalf. During the past year we teachers have kept up a Greek class, a German class, and advanced Eng. Literature class. We are very fortunate in having excellent instructors, and eight of our teachers are members of one or more of these classes, and two carry on all three branches. Until quite recently we have had a Latin class also. Of the five teachers not members of these classes, two are members of the Chautauqua circle. True, this work does not seem to bear directly upon our school-room work, but our County Superintendent aims to enforce the idea that whatever deepens the culture of the teacher must benefit the school. I think after a struggle with Greek verbs we had more patience with the little ones to whom the Multiplication Table seemed insurmountable; and our study of Literature is of course a great help to us even in primary work, for in this class it has been our instructor's aim to open to us the great masterpieces; that we may study their language and thought, rather than the lives of authors. Our Board of Directors seemed to fear that we were neglecting the three Rs., and ordered an examination of teachers holding state certificates, but we convinced them that our advanced studies had given us a keener insight to the common branches.

I attended the State Institute held at Pottsville, July 5, 6 and 7, and would like to have time to tell of the many good things there enjoyed. A remark of Dr. Jeffers, of New Washington, that struck me very forcibly was about like this: "You have been discussing means of raising the public sentiment to demand efficient teachers. Is this done in other professions. No; the public will patronize a quack doctor more readily than an experienced physician; they will pay a larger salary to a sensational, uncultured preacher than to a deep theologian. These

quacks are suppressed by the profession they invade, and the same must be done in our profession. Do not wait to cultivate public sentiment; let the profession demand a higher standard in order to obtain admission to its ranks."

I would like to give two suggestions to those teaching Long Division. Perhaps they are old, but I had never heard of them, so when the ideas entered my head they were to me new discoveries. I have to teach Arithmetic without books, and I have found it a great saving of labor to myself to give for drill such examples, as $918746 \times 6558 \div 3279$, as will be seen at once the quotient will be twice the multiplicand or 1837492. It will be some time before even the bright pupils will discover the trick. It is well to vary the relation of divisor to multiplier making it one third, then one fourth. It is only a little thing, but it saves the teacher's time for something of more value. In teaching Long Division after the pupil has divided by 12, I have him construct a 13 times table when he divides by that number, or a 14 times table and so on even up to the hundreds, of course showing him that it need only be carried to 9 times. With young pupils this avoids the confusion of guessing at the quotient, and I find that thoroughly understanding the principle they soon adopt the regular method, often making it a new discovery of a way to save time and work. R.

(This Penn. teacher deserves to go to the head for her excellent letter.—Ed.)

As to the Saratoga Convention, let others speak its praise, but let there be heard one unreserved criticism, such as was inwardly expressed a thousand times by as many honest men and women.

What was the object of the convention? It is presumed that this question would be answered as follows:

1. It presents the most advanced educational thoughts, and brings into comparison and contrast the views that prevail in different sections of our vast country.

2. It unites the members of the profession as nothing else could do, by giving means of social intercourse, awakening a new enthusiasm, and spreading abroad and making common, the slow-moving ideas of modern educators.

3. It stirs up the press and quickens public interest in this most vital, but most backward of all the arts, etc., etc.

Very good. But here we rest; and going home very much better acquainted, and very much stirred up, we yet ask, how much better able am I to undertake the work of another year.

If we are asked for a remedy, we reply, it must and can be found in the unuttered needs of multitudes of teachers. The best theories and excellent discussions, at present occupying the entire sessions, should be so condensed or reduced in number, as to occupy half of the time at present devoted to them. During the balance of the time, let us hear from the lay educators; the men who are silent at Saratoga, because a fine oration or a studied theory is not in their line of work. Let Mr. Rickoff meet the superintendents, present and talk on organization and supervision. Ask Mr. Parker to talk to another body composed of primary teachers, and request Mr. Calkins to consider intermediate work. Moreover, let these different bodies have the opportunity for free and unrestrained discussion, which is impossible at present. If conceit and distrust and selfish reserve have not possessed our profession altogether, there is room for some new life to be infused into the venerable form of the teacher's institute. It is the only educational implement that has not received some improvement. If we confess that we cannot improve it, we are leaving to decay and decline what ought to the best support of educational progress.

Institutes may be well attended, but they cannot be called popular. Many attend them fearing they may lose something if they stay away, and depart feeling that they have heard little but fine sermons of which education, unanalyzed, a broad, unmanageable theme, is the general text.

The county institute, of all bodies, is at present,

the most illy defined in its purpose, of all professional gatherings, and it will continue to be so for a century to come, unless the larger conventions look more to the concrete, giving an example, and leading in the direction in which thousands and thousands of teachers and superintendents are blindly striving to follow. There is something better, but how shall we find it? Stumbling in the right direction, but unaided and no wiser, we look in vain for assistance from these great gatherings of the oracles and sages of the profession.

When we all unlock our restrained dissatisfaction, with abstract and remote disquisition, and ask for concrete instruction, as a part of these feasts, we shall be better filled, and practical education will be helped forward. C. F. CARROLL.

Supt. of Schools, Oil City, Pa.

(This is from an earnest principal of a school in a western city; wherever he goes he speaks of the excellencies of a paper, that seems priceless to him. He remarks "I have been thanked by letter again and again by those who have subscribed."—Ed.)

I have read your third edition of SCHOOL MANAGEMENT and am very much pleased with it; it is just the thing I want. I send list of words that I find difficult to spell; let others add to this. Hugenot, lassitude, bicycle, survivor, pettifogger, impound, plagiarism, labyrinth, pachydum, chalybeate, machination, cachinnation, fatally, ingenious, condemned, crummy, empyreal, discernible, imperial, flaccid, Behrings Strait. G. B. I.

Being a subscriber to your valuable paper, I beg leave to ask you a few questions concerning my writing. Please point out the chief faults in it. J.

(We receive many such letters and wish we had time to do as requested. The best way for you is to get a set of writing books and practice day by day.)

I had a dispute with one of my friends the other day about parsing the sentence. "I want to be a scholar." In what case is "scholar?" Is it in the Nominative or Objective, or in both? J. O.

(The word scholar is in the nominative case. The rule is:—"The verb to be takes the same case after as before it."—Ed.)

I took from August 1881 to August 1882, one hundred and two subscriptions to the INSTITUTE, but shall do better next year. C.

Your publications are invaluable, especially your live SCHOOL JOURNAL. I like it better than any I read and I have many. H. B. GWYN.

Supt. of Public Schools, Galveston, Texas.

STANLEY IN AFRICA.—Stanley writes from the "Upper Congo, January 16, 1882.—I have been ill. I suppose you may have heard of it. In fact, I have seen and tasted of death, and I know what it means. I pity my comrades who have gone before me, in a different fashion from what I used to do. This severe illness occurred during May, and I was nearly all June recovering from it. I was a palsied and miserable wretch when I informed my people that I should get well. For nineteen days the fever held me to bed. Seven days I was unable to eat anything; the rest of the time I had to be fed with a spoon. I could lie only in one position. Of course, bed sores attacked me, and most of the muscles of the back became as though they were palsied. On the nineteenth day I gave my final directions and my farewell, but before I finished I was muttering in delirium, and I next became nearly unconscious for two days. Then the fever left me a wreck. It was quick work going down to utter feebleness, but to restore what fever had taken away required a long time. Once on the high road to recovery; however, strength, vigor, and quickened life came rapidly, and in July I was on the road, surveying swiftly, for Stanley Pool. Every body knew that I was myself again. We have done wonders since, and we can look back with pleasure on the last six months, for the work we have done makes us smile calmly at our dark days."

EDUCATIONAL MISCELLANY.

GOING TO SCHOOL.

With cap, and book, and basket,
The little children go;
The bridge is high and stately—
They cross the stream below,
Then wait to toss a pebble,
And watch the circles wide,
Spreading, and gliding slowly,
Far to the other side.
Sometimes they pluck a flower,
Or, in some wayside spring,
They bathe their heated foreheads,
And laugh, and shout, and sing:
One climbs a little hillock,
Where others cannot go,
And looks with pride and pleasure
Upon the group below.
Ah! children—little children—
Upon Time's rapid tide,
Know you that acts, like pebbles,
Will make a circle wide?
Then heed ye, little children,
And weigh each action well;
The good or ill accomplished,
Some coming year will tell.
When manhood comes to claim you,
Beneath the burning noon,
Then pluck some wayside flower,
Though it may wither soon;
And when you sigh—and vainly—
For Lethe's fabled stream,
Know there are purer waters;
Search—ye shall see them gleam.
And if one standeth proudly
Upon the height of fame,
Look kindly on the brother
That hath no sounding name;
Hold out a hand to aid him,
Follow the Golden Rule:
Remember that in childhood
He was a friend at school.

THE EGYPTIAN QUESTION.

The present Khedive, Mohamed Tewfik is the son of Ismail I., and is about 30 years of age. He succeeded to the throne Aug. 8, 1879, committed to the administrative reforms proposed by England and France, regarding the plans of his European counselors as means of progress. The founder of the dynasty was Mehemet Ali, who reigned from 1811 to 1848. He tried to establish the independence of the country and to extend its boundaries and influence. His grandson, Abbas, who reigned from 1848 to 1854, and his son, Said Pasha, who was at the head of the government from 1854 to 1863, inaugurated commercial activity, the Suez Canal movement was started and many railroads built.

Ismail I., father of the present Khedive succeeded to the throne in 1863. He introduced new industries, encouraged cotton-growing in the Southern provinces, employed ex-Confederate and other officers to re-organize his army, and undertook, in connection with Sir Samuel Baker, expeditions into the White Nile country and Central Africa. The Suez Canal was built with loans negotiated on his own responsibility. The end was political and financial bankruptcy, and in 1879 England and France interfered in the interest of his creditors, and he abdicated in favor of his son Tewfik.

When Tewfik came into power Riaz Pasha was made his Prime Minister, and Osman Reski Pasha, Minister of War, with General Stone (an American) Chief of Staff. All of these were accused of being under Turkish influence, and in February, 1881, Arabi Bey lead in the revolt against them. They were compelled to retire, and a new ministry with Sherif Pasha (a leading Egyptian statesman) as Prime Minister was appointed. In the course of a year Arabi Bey was made a pasha, and became Minister of War. Then the Turks began intriguing against him. Arabi had about fifty of the army officers who had been adherents of Riaz Pasha arrested, court-martialed, and sentenced to be shorn of their rank, and sent in exile to Soudan. The Khedive modified the sentence to one of simple

exile, and the ministry interposed an objection accomplished with a threat that unless the original sentence was carried out that the Khedive would be deposed. This was on the 10th of May last, and parties friendly to the Khedive on one hand and the Arabi Bey on the other, have been since arrayed against each other. The finances have been in inextricable confusion; on the 1st of January, 1881, the total debt was about \$491,000,000. The receipts for the year were \$42,000,000, and the expenditures \$41,500,000. The Board of Control of finances did well, many objectionable forms of taxation were removed and fairer methods substituted. In this work of tax-revision General Stone and other Americans did good service.

The Suez Canal cost \$60,000,000. Of this amount \$40,000,000 was raised by sales of stock, and \$20,000,000 raised by loan. The statutes of the canal company provide that the earnings in excess of the 5 per cent. interest on the shares, 15 per cent. shall go to the Egyptian Government, and 71 per cent. be paid as dividend on the 400,000 shares.

The receipts of the canal for 1880 were \$9,050,000, and the expenses \$6,200,000—net receipts, \$2,850,000. Of the 2,017 vessels that passed through the canal in 1880, 1,579 were British. It will be seen that all the stockholders, bondholders, and mercantile classes in Europe are interested in maintaining the statu quo as to Egypt and the canal.

MISCELLANEOUS NOTES.

Mr. R. F. Leaman of the firm of Van Antwerp, Bragg & Co., is stopping at Moosehead Lake.

Mr. Sheldon, of Sheldon & Co., has come back to New York to resume work again. We understand that this firm intend to devote themselves exclusively to the publishing of school books.

Mr. E. B. Benjamin has finished his vacation, and can be found busily engaged in his store, filling orders. Mr. B. looks as if he could stand a good year's work again after the rest he has taken.

The many friends of Mr. R. H. de Lea, general Southern agent of the University Publishing Co., with headquarters at Richmond, Va., will be pleased to hear that his health is better than it has been in some time.

Mr. H. E. Hayes of the educational department of D. Appleton & Co. has returned to the city with his family. They have been spending the summer at Academy Corners, Pa. We tender our congratulations to Mr. H. for the entire recovery of his wife from her recent severe illness.

Mr. Pratt, of Baker, Pratt & Co., and Mr. A. F. Old have returned from a trip with horse-and-wagon through Massachusetts, a delightful way of spending the summer, and are not looking any the worse for it. We wish more of our business men would pursue the same course, thus throwing off all business care for a short time and gaining a new ease of life.

The growth of manufacturing in the South is steady and rapid. During the past year there has been an increase of 361,000 in the number of cotton spindles in Georgia, Alabama, Tennessee, Mississippi, Louisiana and the two Carolinas, which is estimated to represent an addition of nearly ten millions to the capital represented in such industries.

YOUNG DARWIN, who intends to prepare his late father's biography, is described as particularly fitted for the task—both by education and personal knowledge. He is a clever young man, well qualified for his work, having been his father's colleague in many of his recent scientific researches.

PROMPT ACTION IN ACUTE CASES.

In acute cases Compound Oxygen has been found to act with great promptness. Says one of our correspondents: "I was suffering from a cold at the time I received your Treatment—with a pain in the head, sore throat, and violent cough and kept getting worse, till in a few days I was compelled to keep in my bed. In three days I was able to get up, and was entirely over it in less than ten days, which, considering that I am now an invalid at the best of times, is doing well; and I give the Oxygen credit." Our Treatise on Compound Oxygen, containing large report of cases, and full information, sent free. DRs. STARKY & PALEN, 1109 and 1111 Girard Street, Philadelphia, Pa.

Mrs. Brine contributes some verses on "Total Annihilation" to the July Harper's.

Oh, he was a Bowery boot-black bold,
And his years they numbered nine;
Rough and unfinished was he, albeit
He constantly aimed to shine.
As proud as a king on his box he sat,
Munching an apple red,
While the boys of his set looked wistfully on,
And "Give us a bite!" they said.
But the boot black smiled a lordly smile;
"No free bites here!" he cried.
Then the boys they sadly walked away,
Save one who stood at his side.
"Bill, give us the core," he whispered low.
The boot-black smiled once more,
And a mischievous dimple grew in his cheek—
"There ain't goin' to be no core!"

A MONUMENT of Indiana limestone, is the form of an antique Grecian altar, has recently been placed over the grave of Bayard Taylor, near Kennett Square, Pa. Its drum bears a bronze bass-relief of the poet, with the following inscription:

BAYARD TAYLOR,

January 11, 1825—December 19, 1878.

The reverse side has the following lines from "Prince Deukalion":

"For life, whose source not here began;
Must fill the utmost sphere of man
And, so expanding, lifted be,
Along the line of God's degree,
To find in endless growth all good—
In endless toil, beatitude,"

The monument is an appropriate tribute to the memory of one who, by untiring effort and industry, notwithstanding early disadvantages, made a notable and lasting contribution to American literature.

A GENTLEMAN who was annoyed by the negligence of those who borrowed his books, procured labels on which were printed his name, a blank for the number of the book, and the following original stanzas:

If thou art borrowed by a friend,
Right welcome shall he be
To read, to copy, not to lend,
But to return to me.
Not that imparted knowledge doth
Diminish learning's store;
But books, I find, if often lent,
Return to me no more.

A MAGNIFICENT stained-glass window presented to St. Margaret's, Westminster, by American citizens as a memorial to Sir Walter Raleigh, whose headless body lies interred near the altar was unveiled on a recent Sunday morning. Underneath the window are the following four lines, written by Mr. J. R. Lowell, the American Minister:

The New World's sons from England's breast we drew
Such milk as bids remember whence we came;
Proud of her Past, wherefrom our Present grew,
This window we inscribe with Raleigh's name.

THE wood-carvers in New York have increased from 100 to 1,000. The chimney pieces in the finest houses are masses of carved wood; each post of the stair-rail has cost weeks of labor, while the newell, or large post at the foot of the stairs, is worth thousands of dollars, and probably inlaid with precious marbles. The furniture in such houses presents still more cunning work of the carver's tools, and it is not uncommon for the work upon one bedstead to cost thousands of dollars.

W. H. VANDERBILT is without doubt the richest man in the world to-day. He is probably worth in money, \$200,000,000. All this property has been accumulated in two generations.

THE increase of international money orders at the New York Post-office, for the first three months of this year over the corresponding period last year, is \$478,393.78.

HORSFORD'S ACID PHOSPHATE

AS A NERVE FOOD.

DR. J. W. SMITH, Wellington, O., says: "I have used it advantageously in impaired nervous supply."

FOR THE SCHOLARS.

THE GIANT AND HIS BIRD.

A GERMAN FAIRY STORY.

One warm spring evening in the month of May, a young lad named Antonio, went to a pond in the neighborhood of his little home. He took hold of a stone lying at the bottom of the shallow water, and immediately felt something biting his finger. Discovering that he had hit upon the hiding-place of a crab, he grasped it the more firmly, and succeeded in capturing it. At the same time, too, he noticed in the water a boat decked with gold and pearls, in which was a wee little fairy in a brilliant white robe, with a gold crown on her head. The mysterious little stranger said:

"If you from danger would be secure, break off the claws of the crab you have captured."

He therefore broke off the claws, and placed them in his pocket. The little maiden then said:

"If peril by water should befall you, throw in the claws and call on Tambula." She then vanished.

Upon a large island many miles in extent, in the middle of a boundless sea, lived a mighty giant. He bore a very bad character. The seamen feared him as they would a tempest, and never a ship ventured into the neighborhood of his seagirt island. It was reported that he was possessed of a spyglass, which exceeded in length and size the chimney of the largest steamship. With this glass he could see for miles in every direction, and if he noticed a sail away in the horizon, he unchanged a gigantic bird, which would dart over the sea with such a flapping of his wings that it agitated the waters, making the waves rise and fall as in a storm; his wings fairly made a hurricane on it, and soon the ship with every man was swallowed up by the waves. Then he flew back to the island, and the giant chained him again, but went himself down to the seashore and struck with his hand upon the water, when up from the depths shot a large shark, whom he ordered to draw the sunken ship to the shore. The treasures found in them were taken by the giant, and stored securely in his impenetrable cavern.

Antonio having become a man and loving the sea, came into the vicinity of this island with a beautiful stately ship under his command. Soon a small cloud arose, and increased in size, till at last it darkened the whole heaven. The sea grew more violent. The waves lifted the ship high in air, then let it fall back into the deep. A wild hurricane arose, which tore the sail, and shivered the mast into splinters.

The sailors did all they could to escape, but all their efforts proved fruitless, for the ship had sprung a leak and was slowly sinking.

At this critical moment it occurred to Antonio to use the talisman which he had received from the good fairy, and before the gigantic bird could cast himself upon the vessel, he took the claws from the little bag which he wore on his breast, threw them into the sea, and called the name of Tambula. The water became calm and smooth as a mirror, and Antonio found himself seated safe in a little graceful gondola, while right before him sat Tambula.

"You have escaped the danger, Antonio," said she with a clear ringing voice. "I leave you this boat for your own; with it you can go to any part of the earth and return safe to your home."

"And my brothers, the sailors on the ship? Can not rescue them too?" asked Antonio.

"No," replied Tambula. "They are lost to this world. The ship with the unfortunate crew are already in the power of the wicked giant. I could not save your companions, because they did not have the claws of Uripedes."

"Uripedes! Who is that?" asked the youth.

"Uripedes was a wicked and mighty magician," was the answer. "I lived at the bottom of the sea among the fairies and watersprites, with whom he was in constant warfare. Very often he took the form of a dweller of the sea, as a shark or a seacrab, and sought in this form to vex and annoy men also. This continued till once in the form of a crab you broke off his claws. Since then he has gone around without arms, and can injure no one. But I was so rejoiced then at the service you rendered us in freeing us from the tricks of Uripedes that I promised to stand by you, if ever you should be in danger on the water, and to-day I have kept my promise."

"But who are you, then?" asked Antonio.

"I am a water fairy," replied Tambula, "and dwell deep down at the bottom of the sea in a tiny little house of coral. But it would not suit you there."

"That is very likely," said Antonio, bewildered.

can I not have the claws again?"

"Oh yes!" cried Tambula, "they are not lost! Here, take them back again, and mark well one thing. If you throw them into the sea and say, 'In the name of the magician Uripedes may these claws be changed into weapons,' then you shall have a pair of sharp steel blades of the truest temper, and whosoever you shall touch with them, shall die a certain death. This is the memento that Tambula leaves you, for you will never see me again. Farewell!" with this she disappeared in the waves.

Antonio turned his boat in the direction in which the island lay, for he wished to take vengeance on the giant and the bird for murdering his companions, and destroying his ship. Soon without harm he trod the sandy beach of the island, and casting the claws into the sea, said: "In the name of the magician Uripedes may these claws be changed into weapons." In an instant there lay beside him a strong spear and a pair of steel swords.

"Just the help I want," said he, and with them started for the interior of the island.

He had a hard, two days' journey to make before he reached the rocky mountain in the middle of the island, but on the third day he saw the giant on the summit sunning himself. He did not venture further, but hid himself beneath a rock and waited for what might come. He did not wait long, however, before he saw by the darkness that suddenly overspread the island, that the great bird was approaching. In his beak he had five giant turtles, and in his talons four whales, which he laid at the feet of his master.

"What? Do you bring me no human flesh to-day?" asked the giant.

"No," replied the bird, "there was not a sail to be seen."

He again chained the bird, and then began to devour his provision. The fragments he threw to the bird, who fell upon them with wild eagerness. At last both monsters had eaten their fill. The giant stretched himself out on the rock, and was soon snoring. The bird too fell asleep, and now Antonio crept slyly up to put an end to the creatures, and avenge his friends.

Feeling that the decisive moment had come, with beating heart he grasped the swords, and secretly cut the chain with which the bird was fastened. He then took the spear, and hurled it with all his force at the giant, and hastily hid in a cleft of the rock. The spear had hit the giant in the breast. His fearful roar awakened the bird, who flew to his master to see what ailed him. But the giant believing the bird had broken loose and given him his death wound, seized him by the neck and dashed him against the rock; so that both struggled together and died.

When all became still, Antonio came out of his hiding place, plucked a feather, as a trophy, from the wing of the bird, and went back to his boat, which he very fortunately found close by. The costly treasures, too, which the giant had for many years been stealing, consisting of gold and jewels, he took to the boat. After a fortunate voyage of many weeks he arrived with all his treasures safe home, where the story of his adventures and his voyages caused a great sensation among his neighbors. He now lived very elegantly upon the income of his enormous wealth, married an intelligent, beautiful maiden, and never went to sea again.

PROCRASTINATION.

This is a long word, but it is one most of us know something about. "Pro" means *for*, and "cras" means *to-morrow*, and the boy or girl who is fond of procrastination is the boy or girl who imagines that to-morrow, or bye and bye is just as good time as the present. This is a great mistake! There is danger in it. Let me give an example.

A noble ship had sprung a leak, and lay upon the ocean with a signal of distress flying. To the joy of all a ship drew near, and at last came within hail.

"What's amiss?" called the strange captain through his speaking-trumpet.

"We are in bad repair, and going down. Lie by till morning," was the answer from the sinking ship.

"Let me take your passengers on board now," called back the ready helper.

"Lie by till morning," was the only answer.

Morning came at last, but the "Central America" went down within an hour and a half of the refusal; and passengers, crew, and procrastinating captain went down with her.

But there are those who procrastinate in little things; let us see.

"I'm going to turn out at six to-morrow," says Tom,

with an air of most thorough determination. At half-past five the next morning, Tom awoke with a feeling of having something on his mind.

"Halloo! it's time to get up! But what's the hurry? I can dress in less than half an hour."

Tom accordingly lies upon his back and follows the movements of an early fly, which now and then makes dashes at his face. This position not being satisfactory for long, he turns upon his side, and, while experiencing a sensation of relief, his eyes show a tendency to close. They do close and stay closed, too, until there is a loud knocking at the door, and somebody is calling out, "It's half-past eight, Tom, and breakfast is begun!"

So Master Tom's procrastination ends in his coming down to breakfast an hour late, with a sleepy face and in a bad temper for the rest of the day. If Master Tom goes on through his life like this in every matter, we know well enough there is but little success awaiting him. This is a busy world, and, while one is thinking of doing something "presently," another comes up and does it at once.

OLD PUZZLES.

BY JAMES BERNARD.

Puzzles have been a favorite amusement not only with children, but with older persons. Mrs. Barbauld says that "Finding out riddles is the same kind of exercise for the mind as running, leaping and wrestling are for the body; they prepare the body and make it alert for anything it may be called upon to perform. So does the finding out of riddles give quickness of thought."

Some very famous men have made puzzles as well as guessed them. Here is one by Canning that may be new to some of our readers:

"There is a word of plural number,
A foe to peace and human slumber;
Now, any word you chance to take,
By adding S, you plural make;
But if you add an S to this,
How strange the metamorphosis!
Plural is plural then no more,
And sweet, what bitter was before."

Shakespeare refers to a book of riddles in the "Merry Wives of Windsor." In this book, published about 1639, is the following riddle:

"I have a tree of great honor,
Which tree beareth both fruit and flower;
Twelve branches this tree doth take;
Fifty-two nests therein we make;
And every nest hath birds seven;
Thanked be the King of heaven;
And every bird hath a divers name—
How many all these together frame?"

Bishop Wilberforce's puzzle is quite famous:

"All pronounce me a wonderful piece of mechanism, and yet few people have numbered the strange medley of which I am composed. I have a large box and two lids, two caps, two musical instruments, a number of weathercocks, some weapons of warfare, and a great many little articles that carpenters cannot do without. Then I have about me a couple of esteemed fishes, and a great many of a smaller kind; two lofty trees, and the fruit of an indigenous plant; a handsome stag, and a great number of a small kind of game; two halls or places of worship, two students, the terror of the slave, two domestic animals and a number of negatives."

POISONOUS BOOK COVERS.—Late in Troy a child, while playing with some water color paints, looked about for a palette, and seized a small book, attracted by the bright green color of its cover. He mixed the paints on the cover of the book for some time. Then he was suddenly taken with convulsions. Physicians declared that he had been poisoned. They administered antidotes, but the child went into convulsion after convulsion, and it was only after three days' incessant labor that the physicians saved his life. The child's parents afterward had the physicians investigate the manner of its being poisoned. They discovered that the dye with which the brightly colored book was covered contained the poison. In wetting the paints on the book-cover the child had innocently wet also the dye, and transferred some of the poison to its own lips. The book was a report of the Society for the Prevention of Cruelty to Children.

THE Post Office Department has on its pay roll about 1,000 cats which are regularly in its employ throughout the country, and are paid for their services with food and shelter. These estimable creatures make themselves very useful by keeping rats and mice out of the mail matter. Their number and the cost of their maintenance are strictly accounted for.

BOOK DEPARTMENT.

NEW BOOKS.

BROWN'S GRAMMARS. "FIRST LINES OF ENGLISH GRAMMAR"—"INSTITUTES OF ENGLISH GRAMMAR," by Gould Brown. REVISED EDITION. Revised by Henry Kiddle. New York: Wm. Wood & Co.

At the present time the publishers have subjected these books to careful revision, previous to the making of entirely new plates, so that they are more fully adapted to the present educational demands. The combination of theory and practice was recognized by Gould Brown as the "Exercises for Writing" in the "Institutes" bear testimony; besides which, the oral exercises of False Syntax under each rule of syntax, are of the same practical character, in their bearing on the use of language. Nothing superior to these exercises has ever been devised to aid the student of English in acquiring correctness of style both in speaking and writing.

No exceptions have been taken to the system of English grammar, *per se*, explained and taught by Gould Brown. The accuracy and propriety of his rules and definitions have been almost universally admitted, and, indeed, they have been, in part, adopted by the compilers of several rival text-books of quite a recent date. The arrangement of matter, the fullness of information and explanation contained in his numerous notes and observations, and the completeness with which the whole field of grammatical knowledge is covered in the "Institutes," have won for this work not only a very wide patronage, but very general commendation.

The publishers of Brown's grammars have constantly endeavored to add to these books all the improvements which the latest experience and study have devised or suggested; they have also striven to retain the grammatical system of Gould Brown, in all essential particulars, virtually intact. This they believe will still be found to be the case in this new edition; although very decided changes have been made in certain important respects, besides the addition of matter to carry out the plan.

"GRAYBEARD'S" COLORADO; or, Notes on the Centennial State. Describing a trip from Philadelphia to Denver and back, in the autumn and winter of 1881-82. By John Franklin Graff ("Graybeard.") Philadelphia: J. B. Lippincott & Co.

This book is made up from letters written by the author last winter to the Philadelphia Press. Mr. Graff gives his impressions of the West, its public improvements, mineral developments and wealth, the character, pursuits and progress of its people. He writes for the purpose of aiding inquiring persons, and particularly for young men. Mr. Graff is accurate rather than flowery, and aims to impart reliable information. The volume is gotten up in handsome style, and ninety pages are covered with "Graybeard's" letters.

AFTERMATH From City and Country, Berg and Thal. Gathered and garnered by Mrs. B. M. Buckhout. New York: W. B. Smith & Co.

In this volume the writer has gathered her impressions of different places in Europe—Paris, Antwerp, Holland, Cologne, Strasburg, etc., to Florence and Venice, ending at the quaint old town of Nuremberg. The tone of the book is pleasant, and not at all like the conventional diary that is almost always the fruit of a visit on the continent by one skillful with a pen.

THE ANNALS OF A BABY. By Sarah Bridges Stebbins. Philadelphia: T. B. Peterson & Bros. Cloth, \$1.00; paper cover, 50 cents.

This volume is one of the brightest and best books of the day. It is poetic in a high degree; it depicts a series of home scenes, in which, of course, the Baby is the central figure. These scenes, and the various characters taking part in them are naturally drawn. The Baby is a charming little atom, and the good it does simply by its presence is described in a manner that reaches the pathetic often times. There is a delightful flutter of excitement attending the naming of the Baby, and the Baby's party is as comical an affair as ever an author put on paper. Then the Young Mother, with

her kindness and thoughtfulness, the Young Father, the Young Aunties, the Grandfathers, the Grandmothers, the Poor Relation, the Crippled Sister, the Fat Nurse, and Aunt Hannah, become living personages whom everybody understands and appreciates. The chapter called "The Sunset of Life" will bring tears to many an eye, and that devoted to Aunt Hannah will sink deeply into every mother's heart.

BIRD BOLTS: Shots on the Wing. By Francis Tiffany. Boston: Geo. H. Ellis.

This volume consists of a number of essays, some of which were contributed to the *Boston Sunday Herald*. The topics may be illustrated by citing a few: How to Kindle Fires, Enlarging One's Horizon, The New Gospel of Color, etc., etc. They are treated in a light way; sometimes a fine imagination seizes the idea and throws shining clouds around it; sometimes the tone is that of preaching, but as a rule, there is a didactic strain in all of them. They are picturesque, bright, and readable. The author need not be ashamed of such writing. There are sentences that will bear quoting, and that is saying a good deal nowadays. It is a volume that is well fitted for the piazza and the parlor, too, when you don't want heavy reading, and yet don't want to waste your time.

PRESCOTT: Passages from the works of W. H. Prescott. For homes, libraries and schools. Compiled by Josephine E. Hodgdon.

The selections made by Miss Hodgdon are on Aztec civilization, interview with the Aztecs, Montezuma and his Empire, March to Cempoalla, Despatches sent to Spain, Marriage of Philip and Mary, Abdication of Charles the Fifth, Pizarro and Lima, the Last Triumph of the Inca. These are preceded by a biography of Mr. Prescott. We again recommend this series of Leaflets from Standard Authors, for encouraging and awakening in the young a taste for good reading.

PIANO AND ORGAN PUPIL'S COMPANION. By Julia E. Nichols. Cincinnati: F. W. Helmick. Price, fifty cents.

This is called a "common sense catechism for the use of those desiring to study the piano or organ. A great deal may be learned from it, by an industrious student.

A YOUNG DISCIPLE. New York: Wm. B. Smith & Co. Price \$4.25.

This is a story of American life covering nearly five hundred pages. It paints the domestic, social, educational and political conditions of a part of our country.

MAGAZINES.

The September *Century* is rich in portraits. On the frontispiece is an engraving after a painting of Mark Twain; Mr. Howells writes a criticism to accompany it. There is a bust of Thomas Bewick, and copies of his wood engravings; a copy of a miniature of Rebecca Gratz, the original of Rebecca in "Ivanhoe"; copies of a bust and a statue of the late Dr. Woolsey; picture of Dante Gabriel Rossetti, from a pen drawing, with text by E. W. Gosse. Other descriptive articles are timely and effective.

The September *Atlantic* will be eagerly sought on account of Elizabeth Stuart Phelps' "Doctor Zay," which is concluded in that number. Julia C. R. Dorr contributes an exquisite sonnet on "Darkness." The "Studies in the South" are continued, and the two serials "Two on a Tower," by Thomas Hardy and "The House of a Merchant Prince," by W. H. Bishop. There are reviews of Mozley's Reminiscences, Lecky's England, Leland's Gypsies, Lalor's Political Science, and Mrs. Kemble's Memoirs—each occupying a separate paper.

The September number of the *Magazine of Art* is filled with beautiful pictures. Among them we must notice copies of Henriette Bonner's "In the Studio" and "Homeless and Homewards." Among the different articles of special interest is the second paper on Canterbury Cathedral.

In the September *St. Nicholas* Mr. Eliot McCormick, one of the editors of the *Christian Union*, has a pleasant story called "Do you know such boys." John Lewees writes about elephants in a paper with

the title, "Our Largest Friends." The illustrations in this number are particularly beautiful.

Our Little Ones (Sept. number) contains several fine illustrations. One that accompanies Emily Huntington Miller's verses on page 344 is very sweet and childlike.

Potter's American Monthly has been absorbed by *Our Continent*; the arrangement will give new strength to the latter paper.

The October *Century* will be awaited impatiently by the readers of the two serials, whose conclusions will probably occur in that number. A pleasant anxiety is felt as to how certain characters can be gracefully extricated from their difficult positions.

The *Youth's Companion* will soon publish in its pages a story by William Black called "An Adventure in Thule."

NOTES.

Mr. Howells is in Rome.

Mr. Frank R. Stockton has sailed for Europe.

Tennyson's eyesight is said to be seriously impaired.

Pansy's latest book is "Mrs. Solomon Smith Looking On."

"Summer Gleanings" is just the book to take into the country.

Mr. Bancroft has nearly finished the last volume of his history.

The eleventh volume in the Round-Robin Novels has been issued.

A new serial by Mr. W. D. Howells, will begin in the February *Century*.

Send for the *Christian Union* for August 24th. It is an educational number.

The illustrations in *Our Little Ones* is under the charge of Mr. George T. Andrew.

Mrs. Garfield is the first honorary member of the new Shakespeare Society of London.

Will Messrs. D. Lothrop & Co., rise and explain the meaning of their V. I. F. Series?

Houghton, Mifflin & Co., announce for 1883 a Longfellow and an Emerson calendar.

Mrs. Lizzie W. Champney has a story of art life in Paris in *Our Continent* for August 9th.

Harper & Brother will publish at Christmas a large paper filled with pictures and stories.

Estes and Lauriat announce a "Young Folks History of London," by Mr. Wm. H. Rideing.

"An English Daisy Miller," by Virginia W. Johnson, will be published by Estes & Lauriat, of Boston.

A life of Bach is the latest addition to the series of Great Musicians published by Scribner, Welford & Co.

A correspondent asks who publishes the Emerson Birthday Book. Houghton, Mifflin & Co., of Boston.

The July number of *Our Little Ones* has pictures and stories of child life that will delight young readers.

The August *St. Nicholas* is especially adapted to the wants of young people's summer reading.

Another outline book for coloring is "Outlines for the Little Ones to Color," published by E. P. Dutton & Co.

A new serial by James Payne, the popular novelist, called "Kit: A Memory," will be begun in *Harper's Bazar* for July 22.

The London *Daily Telegraph* says of "Three in Norway," just published by Porter & Coates: "There is not a dull page to be found in it."

An account of the well known firm of Milton & Bradley, Springfield, Mass., will be found in the July *Paper World*.

For July 22, the *Musical Record* gives a well printed portrait of Walter Emerson, the distinguished cornet player.

James R. Osgood & Co., will use Scott's poem of the "Lady of the Lake," for their holiday book. It will contain 120 wood-engravings.

All the poems which Longfellow wrote since "Ultima Thule" was published, will be collected under the title of "In the Harbor."

J. Wells Champney has drawn the cover for Margaret Sidney's new book, "What the Seven Did." Published by D. Lothrop & Co.

Cassell, Petter and Galpin, publish a Shakespeare Reading Book, containing seventeen of Shakespeare's plays abridged for school use.

The business of Mr. James Vick, of Rochester, New York, who died recently, will be conducted by his four sons, without change of name.

A useful little manual to put into the hands of the young is *Conversation: its faults and graces*, compiled by the Rev. Andrew P. Peabody.

"Christian Reid," the Southern novelist, is a Miss Frances C. Fisher. Her father was the first Confederate soldier killed in the Rebellion.

No. 70, in the *Standard Series*, published by Funk & Wagnalls, is "Job's Comforter's," by Joseph Parker, D.D. The price is ten cents.

Lavinia Steele Kellogg, author of "How to Paint Water Colors," which has already had two editions, is preparing another volume on China Painting.

The "Home Books," published by D. Appleton & Co., have become so popular that two new ones will soon be added. "Home Needle" and "Home Occupations."

A timely little volume is "Hints for the Summer Months," published by the Boston Publishing Co. It tells one how to keep in health, where to go, and what it will cost.

The Rev. Samuel Longfellow, brother of the poet, will remove to Cambridge, Mass., to take up his residence in the Cragie House, for the purpose of writing his authorized life.

A book with Mr. W. Hamilton Gibson's name attached will receive a warm welcome. Harper & Brothers will issue one in September, with the title "Highways and Byways."

G. P. Putnam's Sons, publish a great variety of editions of Washington Irving's works: Geoffrey Crayon edition, the Hudson, the Spuyten Duyvil, People's Knickerbocker and Sunnyside.

A new "No Name" novel is out, called "Aschenbroedel." The title is not as fascinating as some of the previous books in this series.—"Hetty's Strange History," "Kismet," "Mirage," "Colonel's Opera Cloak," "His Majesty, Myself," "Is That All?" "The Tsar's Window," and others.

Miss Constance Fenimore Woolson, (whom it is hardly necessary to explain as the author of "Anne") is at present at Baden-Baden. She is at work on a novel. Her collection of stories under the title "Rodman the Keeper," will be printed in a cheap edition by D. Appleton & Co.

An elegant holiday book will be D. Lothrop & Co.'s edition of "Tennyson's Pastoral Songs." This firm have a large list of new and attractive volumes forthcoming: George MacDonald's new book "Weighed and Wanting," a set of "Twilight Stories and Midwinter Tales," "The Kingdom of Home," edited by author Gilman, and The Poet and the children, a collection of poems for young people.

Brain and Nerve Food.

VITALIZED PHOS-PHITES.

It restores the energy lost by Nervousness or Indigestion; relieves lassitude, erratic pains and Neuralgia; refreshes the nerves tired by worry, excitement, or excessive brain fatigue; strengthens a failing memory, and gives renewed vigor in all diseases of Nervous Exhaustion or Debility. It is the only PREVENTIVE of Consumption.

It gives vitality to the insufficient bodily or mental growth of children, prevents fretfulness, and gives quiet, rest and sleep. It gives a better disposition to infants and children, as it promotes good health to brain and body.

Composed of the vital or nerve-giving principles of the Ox-Brain and Wheat Germ. Physicians have prescribed 500,000 Packages. For sale by Druggists or by mail, \$1.00.

F. CROSBY CO., 664 & 666 Sixth Avenue, New York.

PARKER'S HAIR BALSAM.

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DAFFODILS.]

I wandered lonely as a cloud:
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And twinkle in the Milky Way,
They stretched in never ending line
Along the margin of a bay.
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced, but they
Outdid the sparkling waves in glee;
A poet could not but be gay
In such a jocund company;
I gazed, and gazed, but little thought
Of that wealth the show to me had brought.
For oft when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

—WORDSWORTH.

THE Rev. T. T. Everett, when preaching for a charity before a large crowd, related the story of a miser who laid by two shillings, one for a benevolent object which he called the Lord's money, the other for himself, which he called the world's money. As he came forward to put his contribution into the box, he found but one shilling in his pocket, whereupon he said to himself, as he retired from his good intentions, "What a pity it is that I should have lost the Lord's shilling!"

A LADY writer finds fault with the manners of the King of Sweden because his Majesty scratched his royal head with a fork at dinner. Some people are entirely too fastidious. Would the lady have had his Majesty scratch his head with the leg of a chair?

Indulgent parents who allow their children to eat heartily of high-seasoned food, rich pies, cake, &c., will have to use Hop Bitters to prevent indigestion, sleepless nights, sickness, pain, and, perhaps, death. No family is safe without them in the house.

A YOUNG countryman being laughed at by city fops for his large feet, remarked, "Better to have a large foot than a small understanding."

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Publisher's Department.

Colden's Beef Tonic, advertised in another page, is a preparation that is not based on any secret at all; it is composed of extract of beef, brandy and cinchona. It will prove valuable in a great variety of conditions, especially to those that need a properly prepared stimulant. The well-known Dr. Hassall recommends it, and such an authority could not be got for a humbug. Read the advertisement.

LUSTRO!

Nothing contributes more towards imparting into us a real feeling of comfort than to see everything around looking bright and cheerful. If you get home and find the nickel and silver plate tarnished, discolored, it takes all cheerfulness out of you. But when a good, thoughtful wife uses the new composition "Lustro," which is claimed to be the best cleaner and polisher of any metallic surface, all looks bright and happy around you on your getting home.

FOOD THAT IS POISONED

by unclean teeth breeds dyspepsia. Such, at least, is the declared opinion of medical men. Remedy the evil with purifying aromatic SOZODONT, which clears away corrosive particles which lodge in the teeth and produce an acid ferment, that in time destroys their enamel and ruins them. It prevents the unspeakable annoyance caused by defective teeth, if it is used while they can yet be saved from the destructive effects of tartar and other impurities.

COLDEN'S Liquid Beef Tonic.

This preparation, consisting of the Extract of Beef [prepared by Baron Liebig's process], the very best Brandy that can be obtained, soluble Citrate of Iron, Cinchona, and simple Bitter Tonics, is presented to the world for a trial of its claims. There are several preparations purporting to contain some of the above-named components, but the high cost of manufacture and the consequent reduction of profit, have caused the manufacturers to allow many such to deteriorate by the use of impure and cheap materials.

Physicians of large experience are growing to realize more and more fully the importance of preparing in accordance with the principles of dietetics the waste which disease entails; and those physicians are most successful in practice who recognize the fact, that the true use of drugs is to restore to normal function the process of nutrition, on which life and health depend; and it has been a desideratum to obtain a preparation which could be given with a certainty of benefit.

We therefore present COLDEN'S LIQUID BEEF TONIC to the profession with a confidence inspired by a knowledge of its universal application in disease, and guarantee its purity and perfect assimilability.

We believe a trial will convince all—as it has already convinced many—that it is an invaluable aid to the physician.

Its benefit is particularly marked in lowered states of the system, such as simple Anæmia, and that resulting from malarial poison, in chlorosis, spinal irritation, mental and nervous debility of over-worked business men, and especially in convalescence from protracted diseases. Its simple bitter principles act directly on the gastric nerves, stimulating the follicles to secretion, and giving to weakened individuals that first prerequisite to improvement—an appetite. The Cinchona which it contains makes it indispensable in the treatment of the results of malarial disease, whilst its iron is a direct blood food, and its alcohol acts in the double capacity of assisting the local effect of the simple bitters upon the gastric mucous membranes, and also as a direct nervous stimulant.

It will thus appear that, unlike any preparation ever before offered, it combines properties of the utmost value in the treatment of such conditions as have been spoken of in this article. It is truly stimulant, tonic, nutrient, and hæmatogenic, and is so palatable and digestible that the most sensitive palate and stomach will not reject it.

To conclude; this is not a new preparation, but one whose merits have been long acknowledged.

In a report of the celebrated physician, Sir ERASMUS WILSON, of London, he says: "Several cases of incipient consumption have come under my observation that have been cured by a timely use of LIEBIG'S BEEF TONIC (COLDEN'S)."

We are in receipt of several hundred such commendations, but prefer, instead of introducing them here, to merely append an official analysis of the preparation, made by an eminent London chemist:

The following is a correct analysis of COLDEN'S LIQUID BEEF TONIC, perfected 3d January, 1868. I obtained the samples indiscriminately from the Company's Warehouse, Lower Thames Street, London, E.C. I find this preparation contains:

20 per cent. saccharine matter.	20
25 per cent. glutinous or nutritious matter obtained in the condensation of the beef.	25
25 per cent. spirit rendered non-injurious to the most delicate stomach by distillation of the Rubia.	25
30 per cent. of aqueous solution of several herbs and roots, among which are most discernible Peruvian and Calisaya Barks.	30

Total. 100

I have had the process explained by which the beef in this preparation is preserved and rendered soluble by the brandy employed, and I am satisfied this combination will prove a valuable adjunct to our pharmacopœia.

Signed, ARTHUR HILL HASSALL, M.D., F.R.S., President of the Royal Analytical Ass., London, RUSSELL SQUARE, London, W.C. 3d January, 1868.

Since the date of the above analysis, and by the urgent request of several eminent members of the medical profession, I have added to each wineglassful of this preparation two grains of SOLUBLE CITRATE OF IRON.

T. COLDEN.

N. B.—COLDEN'S LIQUID BEEF TONIC is sold by Druggists generally in pint bottles. In ordering our article, persons should be particular to mention "COLDEN'S." To guard against imitation, see fac-simile of T. COLDEN on bottle-label.

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Pittsford, Mass., Sept. 28, 1878.
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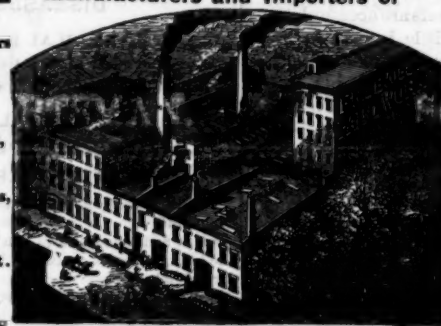
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